



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Visual Arts Grade 3 – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-101	Contribute to a discussion about ideas for his or her own artwork.	Assessed by performance assessment	DOK 2
S1C1-102	Make and explain revisions in his or her own artwork.	Assessed by performance assessment	DOK 3
S1C2-101	Identify and experiment with materials, tools, and techniques in his or her own artwork.	<p>Students will identify:</p> <p>Materials e.g., paper, pencil, paint (watercolor and tempera), crayons, glue, chalk, clay, ink, eraser, markers, organic/natural, recycled, and found items.</p> <p>Tools e.g., paintbrush, rulers (related to usage as a straight edge), scissors, shape templates, and texture plates.</p> <p>Techniques e.g., texture rubbings, drawing, painting, cutting, coloring, gluing, and tracing with shape templates.</p> <p>Also focus items on experimenting with materials, tools, and techniques.</p>	DOK 1
S1C2-102	Use materials, tools, and techniques appropriately in his or her own artwork.	<p>Students will identify appropriate use of a given material, technique, or tool.</p> <p>Materials e.g., paper, pencil, paint (watercolor and tempera), crayons, glue, chalk, clay, ink, eraser, markers, organic/natural, recycled, and found items.</p> <p>Tools e.g., paintbrush, rulers (related to usage as a straight edge), scissors, shape templates, and texture plates.</p> <p>Techniques e.g., texture rubbings, drawing, painting, cutting, coloring, gluing, and tracing with shape templates.</p> <p>Also focus items on the appropriate use of the materials, tools, and techniques (e.g., appropriate versus inappropriate use of tools).</p>	DOK 1

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S1C3-101	Identify and use elements and principles in his or her own artwork.	<p>Students will identify these elements of art and principles of design.</p> <p>Elements of art (e.g., line, shape, form, color, texture, and value).</p> <p>Line (e.g., horizontal, vertical, diagonal, zigzag, wavy, curved, and straight).</p> <p>(Use geometric shapes and forms per K-3 Common Core State Standards for Mathematics.)</p> <p>Shape (e.g., circle, square, triangle, rectangle, rhombus, hexagon, and organic/natural).</p> <p>Form (e.g., sphere, cylinder, cone, and cube).</p> <p>Color (e.g., primary/secondary and warm/cool).</p> <p>Texture as related to visual and actual.</p> <p>Principles of design (e.g., pattern, balance, contrast, and emphasis).</p> <p>Balance as related to symmetry.</p> <p>Patterns (e.g., AB, ABC, and growing).</p> <p>Suggest using visual pictures to show the elements of art and principles of design.</p> <p>Definitions for elements of art and principles of design are found in ArtLex (artlex.com).</p> <p>This standard could also be tested as performance based.</p>	<p>DOK 1 DOK 2 DOK 3</p>
S1C4-101	Select and use subject matter and/or symbols in his or her own artwork.	Assessed by performance assessment	DOK 2

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S1C5-101	Identify successful aspects of his or her own artwork and possible revisions.	Assessed by performance assessment	DOK 3
S1C5-102	Use criterion to assess an aspect of his or her own artwork.	Assessed by performance assessment	DOK 2
S2C1-101	Contribute to a discussion about who artists are, what they do, and why they create art.	Assessed by performance assessment	DOK 3
S2C1-102	Discuss how artworks are used to communicate stories, ideas, and emotions.	<p>Students will identify emotions, ideas, and stories communicated in a given artwork (e.g., happy, friendship, and family).</p> <p>Graphics should show ideas such as a family at a beach (for stories) and Edvard Munch's <i>Scream</i> (for emotions).</p> <p>Wording such as "The artist's painting tells a story. What story is shown by the picture?" or "What is the main idea of the picture?"</p> <p>Visuals needed to best assess this standard.</p>	DOK 1
S2C1-103	Discuss what an artworld is and its place in a culture.	Assessed by performance assessment	DOK 2
S2C1-104	Identify and discuss members of the local artworld community.	Assessed by performance assessment	DOK 1
S2C1-105	Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).	<p>Students will identify connections from art to other academic disciplines (e.g., science, mathematics, and social studies).</p> <p>Science (e.g., color theory, light spectrum, and rainbow).</p> <p>Mathematics: geometric and organic/natural, i.e., shape (e.g., circle, square, triangle, rectangle, rhombus, hexagon, and organic/natural shapes), form (e.g., cylinder, cone, cube, and sphere), line (e.g., straight, zigzag, vertical, horizontal, diagonal, curved, and wavy), and patterns.</p> <p>Social Studies (e.g., famous people, world cultures, mythology, and architecture).</p>	DOK 3

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		(Geometric shapes and forms listed per K-3 Common Core State Standards for Mathematics.)	
S2C2-101	Identify the relationship between tools, materials, and/or techniques.	<p>Students will identify corresponding materials, techniques, and tools (e.g., paper /scissors/cutting, crayon/texture plates/rubbing, and paint/brush/painting).</p> <p>Materials (e.g., paper, pencil, paint–watercolor and tempera, crayons, glue, chalk, clay, ink, eraser, markers, organic/natural, recycled, and found items).</p> <p>Tools (e.g., paintbrush, rulers–related to usage as a straight edge, scissors, shape templates, and texture plates).</p> <p>Techniques (e.g., texture rubbings, drawing, painting, cutting, coloring, gluing, and tracing with shape templates).</p> <p>Also focus items on the relationship between the tools, materials, and techniques. Can use compare and contrast items.</p>	DOK 2
S2C2-102	Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.	<p>Students will identify which materials and techniques were used in the sample art provided.</p> <p>Materials (e.g., paper, pencil, paint–watercolor and tempera, crayons, glue, chalk, clay, ink, eraser, markers, organic/natural, recycled, and found items).</p> <p>Tools (e.g., paintbrush, rulers–related to usage as a straight edge, scissors, shape templates, and texture plates).</p> <p>Techniques (e.g., texture rubbings, drawing, painting, cutting, coloring, gluing, and tracing).</p> <p>Sample art could include mask, pottery, sculpture, and weaving.</p> <p>Do not focus on specific cultures. Focus on the materials and</p>	DOK 1

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		<p>techniques used to create the artwork.</p> <p>Items can use cultural images but should not ask culture or time specific items.</p>	
S2C3-101	Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.	<p>Students will identify the elements of art and principles of design.</p> <p>Focus of elements of art are on line, color, texture, shape, and form found in multi-cultural artworks of different time periods.</p> <p>Focus of principles of design are on balance and pattern found in multi-cultural artworks of different time periods.</p> <p>Illustrations could include examples (e.g., mask, sculpture, or pottery).</p> <p>Visuals needed to best assess this standard.</p>	DOK 1
S2C4-101	Interpret meanings and/or purposes of an artwork using subject matter and symbols.	<p>Students will examine an art piece and interpret the meaning of the symbol used in the art piece (e.g., heart, wheelchair, and recycle).</p> <p>Meaning and purpose of graphic symbols should be universal cultural symbols.</p> <p>Subject matter can be visual to show what the subject matter is.</p> <p>To best assess this standard, visuals are needed.</p>	DOK 1 DOK 2
S2C4-102	Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.	Assessed by performance assessment	DOK 2
S2C5-101	Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made.	Assessed by performance assessment	DOK 3

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S2C5-102	Demonstrate respect while responding to others' artwork.	<p>Students can be asked to identify proper versus improper responses to one another's work (e.g., appropriate physical or verbal responses).</p> <p>Student behavior should be in an art setting (e.g., gallery, classroom, hallway displays, museum, and other public art displays).</p> <p>Do not relate this to a critique of a piece of artwork at this level.</p>	DOK 1
S3C1-101	Form and support opinions about art (e.g., what art is and why it is important).	Assessed by performance assessment	DOK 3
S3C1-102	Distinguish art from other objects.	Assessed by performance assessment	DOK 3
S3C1-103	Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).	Assessed by performance assessment	DOK 3
S3C2-101	Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.	<p>Students will identify how using a particular tool, technique, or material will impact an art piece (e.g., effect of watercolor resist and thicker vs. thinner brushes).</p> <p>Use visual effects examples from artworks. Materials, tools, and techniques per S1C2-101:</p> <p>Materials (e.g., paper, pencil, paint–watercolor and tempera, crayons, glue, chalk, clay, ink, eraser, markers, organic/natural, recycled, and found items).</p> <p>Tools (e.g., paintbrush, rulers–related to usage as a straight edge, scissors, shape templates, and texture plates).</p> <p>Techniques (e.g., texture rubbings, drawing, painting, cutting, coloring, gluing, and tracing).</p>	DOK 2
S3C3-101	Identify an element and principle in an artwork that supports its meaning and/or purpose.	Students will identify elements of art (i.e., line, shape, form, space, color, texture, and value) that support the	DOK 2

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		<p>meaning/purpose in an artwork.</p> <p>Line (e.g., horizontal, vertical, diagonal, zigzag, wavy, curved, and straight) that support the purpose or meaning of an artwork.</p> <p>Geometric shapes and forms per K-3 Common Core State Standards for Mathematics related to how these support the purpose of an artwork.</p> <p>Shape (e.g., circle, square, rectangle, rhombus, hexagon, and organic/natural shapes).</p> <p>Form (e.g., cylinder, cone, cube, and sphere).</p> <p>Color (e.g., primary/secondary and warm/cool).</p> <p>Texture represented visually that show actual objects rather than abstract objects.</p> <p>Students will identify principles of design (i.e., pattern, balance, contrast, and emphasis that support the meaning/purpose of an artwork).</p> <p>Balance as related to symmetry and how this supports the meaning or purpose of an artwork.</p> <p>Patterns that support the meaning or purpose of an artwork.</p> <p>Suggest using visual pictures to show the elements of art and principles of design.</p> <p>Definitions for elements of art and principles of design are found in ArtLex (artlex.com)</p>	
S3C4-101	Discuss how an artist communicates meaning and/or purpose in an artwork.	Assessed by performance assessment	DOK 1

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S3C5-101	Compare an original artwork with a reproduction (e.g., make a museum/artist’s studio visit to compare details, size, luminosity, three dimensionality, and surface texture).	Assessed by performance assessment	DOK 3
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*e.g. (such as) for example

*i.e. (that is) indicates you are going to give an exact list of what was just mentioned